**Dec. 1-7**

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| Monday  Off |
| **Tuesday**  **Objectives:**  The students will:   1. define by example the terms *tragedy* and *tragic hero* 2. compare the Aristotelian and Renaissance models of tragedy 3. show Hamlet (Simba) to be an example of a Renaissance tragic hero 4. identify and discuss the characteristics of this play that mark it as a Shakespearean tragedy. 5. trace Hamlet’s(Simba’s) evolving psychological and emotional state and how his condition is reflected in his soliloquies. (I.ii, II.ii, III.i, III.iii, IV.iv) 6. analyze the elements of a soliloquy and apply them to one of your own writing 7. analyze the characters and their relationships to each other. 8. discuss the techniques Shakespeare uses to convey character and character |
| **Activity:**  King Hamlet, Mufasa, King Claudius, and Scar…OH MY  Important Quotes:  1.2, 146  “frailty, thy name is woman-” -HAMLET  1.4, 66  “Something is rotten in the state of Denmark”  -MARCELLUS  1.5, 80-86  “O horrible, O horrible, most horrible! If thou hast nature in thee, bear it not. Let no the royal bed of Denmark be a couch for luxury and damned incest. Bout howsoever thou pursuest this act, Taint not thy mind, nor let thy soul contrive Against thy mother aught.” -GHOST  <http://www.youtube.com/watch?v=-8wgXRNYcPM&feature=related>  After watching the above clip the following bullet points would be great conversation starters:   * In Shakespeare’s *The Tragedy of Hamlet, Prince of Denmark*the king, Hamlet is already dead when the play begins. In *The Lion King*, Mufasa, the king, is alive in the beginning. Compare and contrast the difference between having the king dead at first and him not being dead. What does this difference provide for the viewer/reader? * How did Disney potray the difference between Mufasa and Scar? Introduce the students to Venn diagrams and have them compare and contrast the visual/physical differences, differences in style, etc .of Scar and Mufasa. Ask and discuss with them what the differences mean and could a director of the play Hamlet use similar techniques when presenting the GHOST of Hamlet and King Claudius?   After discussion, have students to either write an in-class essay or an essay for homework about how they would change the the beginning of either *Hamlet* or *The Lion King*or both. |
| **Homework:** Reread Act 2 |
| **Assessment:** Formative-Teacher Observation |
| **Wednesday**  **Objectives:**  The students will:   1. define by example the terms *tragedy* and *tragic hero* 2. compare the Aristotelian and Renaissance models of tragedy 3. show Hamlet (Simba) to be an example of a Renaissance tragic hero 4. identify and discuss the characteristics of this play that mark it as a Shakespearean tragedy. 5. trace Hamlet’s(Simba’s) evolving psychological and emotional state and how his condition is reflected in his soliloquies. (I.ii, II.ii, III.i, III.iii, IV.iv) 6. analyze the elements of a soliloquy and apply them to one of your own writing 7. analyze the characters and their relationships to each other. 8. discuss the techniques Shakespeare uses to convey character and character relationships to his audience |
| **Activity:**  Betrayal as a theme in the two works…  Important quotes:  2.2, 581-582  “The play’s the thing Wherein I’ll catch the conscience of the King.” – HAMLET  2.2 29-32  “But we both obey, And here give up ourselves in the full bent To lay our service freely at your feet To be Commanded” -GUILDENSTERN  <http://www.youtube.com/watch?v=VHhe56Y4WE0>  After reading Act 2 Scene 2 lines 1-58 as a class and watching the above clip of Simba’s comrades, Timon and Pumbaa, discuss the following:   * Why did the producer of The Lion King choose to give Simba loyal friends, while Shakespeare’s Hamlet had disloyal friends?   Discuss as a class Queen Gertrude’s role thus far, asking the following questions after watching: <http://www.youtube.com/watch?v=p2RHXt9t-d4>   * Is Queen Gertrude’s motive the same or different than her husband’s? * Is there any evidence to support that the Queen is an accomplice in the murder?   After reading Hamlet’s line (2.2, 526-582) assign a writing assigment asking the students prediction about whither they believe the plan that Hamlet has will work in capturing “the conscience of the King.” |
| **Homework:** Reread Act 3 |
| **Assessment:** Formative-Teacher Observation |
| **Thursday**  **Objectives:**  The students will:   1. define by example the terms *tragedy* and *tragic hero* 2. compare the Aristotelian and Renaissance models of tragedy 3. show Hamlet (Simba) to be an example of a Renaissance tragic hero 4. identify and discuss the characteristics of this play that mark it as a Shakespearean tragedy. 5. trace Hamlet’s(Simba’s) evolving psychological and emotional state and how his condition is reflected in his soliloquies. (I.ii, II.ii, III.i, III.iii, IV.iv) 6. analyze the elements of a soliloquy and apply them to one of your own writing 7. analyze the characters and their relationships to each other. 8. discuss the techniques Shakespeare uses to convey character and character relationships to his audience |
| **Activity:**  **Insanity and Indecision as a theme**  Important quotes:  **3.1 58**  “To be or not to be…” -HAMLET  **3.1 122-123**  “Get thee to a nunnery. Why wouldst thou be a breeder of sinners?” – HAMLET  **3.1, 188**  “Madness in great ones must not unwatched go.” – KING CLAUDIUS  “To be or not to be, that is the question”  -HAMLET  Discuss the difference between actors in Shakespearean times spoke in verse and prose. Discuss the significance of Hamlet speaking in prose to Ophelia. Is Hamlet’s pretending to be insane convincing or not? Why or why not?  After watching the first minute of the following clip (the rest of the clip will be viewed later in the lesson, on a different day) have students write about the difference in Hamlet being persuaded that Claudius the “villain” that kills his father (3.3, 76) and Scar confessing “I killed Mufasa.” |
| **Homework:** Reread Act 4 |
| **Assessment:** Formative-Teacher Observation |
| **Friday**  **Objectives:**  The students will:   1. define by example the terms *tragedy* and *tragic hero* 2. compare the Aristotelian and Renaissance models of tragedy 3. show Hamlet (Simba) to be an example of a Renaissance tragic hero 4. identify and discuss the characteristics of this play that mark it as a Shakespearean tragedy. 5. trace Hamlet’s(Simba’s) evolving psychological and emotional state and how his condition is reflected in his soliloquies. (I.ii, II.ii, III.i, III.iii, IV.iv) 6. analyze the elements of a soliloquy and apply them to one of your own writing 7. analyze the characters and their relationships to each other. 8. discuss the techniques Shakespeare uses to convey character and character relationships to his audience |
| **Activity**  Revenge and Courage as a theme…  *Important quotes:*  4.3, 213  “O, from this time forth, My thoughts be bloody, or nothing worth!” -HAMLET  “Where th’ offence is, let the great axe fall”    -KING CLAUDIUS  “I hoped thou shouldst have been my Hamlet’s wife. I thought thy bride-bed to have decked, sweet maid, And not have strewed thy grave.” -GERTRUDE  After reading Hamlet’s lines 4.4, 9.45-9.56 as a class, have students write on the board perceived qualities of masculinity. Discuss the difference between the men that are preparing for battle and the lack of action of Hamlet thus far. Discuss whither this make Hamlet less of a hero because he lacks courage to enact revenge. Watch <http://www.youtube.com/watch?v=K5apnJcWoTU> to compare to Hamlet’s “to be or not to be” and hesitance y to take back the throne.  Have students write a response to one of the following questions.   * Is Laertes less, more or just as justified for wanting to kill Hamlet as Hamlet is justified for wanting to kill Claudius? * Does Ophelia’s insane behavior make Hamlet’s insane behavior less or more believable? Does her insanity have any effect on the way you perceive his? Do you think Shakespeare meant for the audience to compare the two? * Or, Write a comic strip about how you predict the dual between Laertes and Hamlet will end. Draw out your prediction on at least 10 frames.   <http://stevejones420.com/2008/05/10/he-drowning-of-ophelia-by-wg-simmons/> |
| **Homework:** Reread Act 5 |
| **Assessment:** Formative-Teacher Observation |
| Monday  **Objectives:**  The students will:   1. define by example the terms *tragedy* and *tragic hero* 2. compare the Aristotelian and Renaissance models of tragedy 3. show Hamlet (Simba) to be an example of a Renaissance tragic hero 4. identify and discuss the characteristics of this play that mark it as a Shakespearean tragedy. 5. trace Hamlet’s(Simba’s) evolving psychological and emotional state and how his condition is reflected in his soliloquies. (I.ii, II.ii, III.i, III.iii, IV.iv) 6. analyze the elements of a soliloquy and apply them to one of your own writing 7. analyze the characters and their relationships to each other. 8. discuss the techniques Shakespeare uses to convey character and character relationships to his audience |
| **Activity:**  **Death as a theme and the Return of the Banished Rightful Heir**  **Important Quotes:**  **5.2, 261-263**  “Lo, here I lie, Never to rise again. Thy mother’s poisoned. I can no more. The King, the King’s to blame.” -LAERTES  **5.2, 302-303**  “Now cracks a noble heart. Good night, sweet prince, And flights of angels sing thee to thy rest.- HORATIO  Discusss the true role of the “clowns.” Ask students to hypothesize why did Shakespeare use commoners to deliver these particular lines? Discuss how they provide social commentary to the play.  In regards to the gravediggers discuss “comic relief” and irony (in terms of having men with such “grave” professions being humorous.  After watching the link below, have students discuss the similarities of Hamlet coming back and finding death and Simba coming back to find the deplorable state of Pride Rock.  <http://www.youtube.com/watch?v=L-uJCAWl7pw>  After watching the final scenes (below) of The Lion King and Hamlet discuss the differences between the ending of both works.  <http://www.youtube.com/watch?v=W9VZp7IFfXQ&feature=relmfu>  <http://www.youtube.com/watch?v=moCDKYK50xE&feature=related> |
| Homework: Final Assignment: Have students’ final paper be a longer paper than the previous assignments (at least 2-3 pages). In this paper students should both summarize at least three similarities and three differences of the two works. Also, they should answer why they believe the producer of Lion King made these changes and why both works have been hailed as great pieces of work for their time. This paper should be combined with the other papers, and responses to make up a complete portfolio. |
| **Assessment**: Summative-Rubric for Paper |